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RECRUITING OF COLLEGE TEACHERS.—“I believe that many of the great endowment drives which are now in progress have seriously affected the attitude of possible future teachers. The whole country has had the college teacher pictured as an impoverished misanthrope, ill-clothed, with a family in tatters, and a wife bending over the washboard. The students of a great eastern institution organize a parade to launch the endowment campaign for five millions; they carry signs depicting the plight of their professors; ‘A prof travels on his stomach; \$100,000 will feed him and his family for a hundred years’; how would you like to be a professor of that institution, standing on the sidewalk as that parade passes by? How many students who thus lampoon teachers’ penury do you think would consider becoming teachers themselves? The articles which have been appearing in almost every magazine and the slogans which are now even being thrown on the movie screens portraying teachers’ poverty, undoubtedly have an honest purpose, but I think they are unintentionally achieving a harmful result. The self-disparagement of teachers is killing all their pride and dragging teaching in the dirt. The constant exposure of the toil of faculty wives, tragic as that is, may accomplish more harm than good. Harvard has set a splendid example of a dignified endowment campaign, in which there has been no such dissipation of the glory of teaching as a career. Those of us who are now planning campaigns need to think carefully before we paint the present situation of our faculties too black; if we get money from such tactics, but lose the possibility of getting future teachers, we are certainly robbing Peter to pay Paul. Much of the endowment campaign publicity is, as an alumni editor has well said, ‘small-change talk, which only drives young people of ability away from teaching.’”—*President J. L. McConaughy, Knox College, School and Society, June 19, 1920.*

THE UNIVERSITY PRESIDENT.—“At the moment, it is said that no fewer than seventeen presidents of American colleges and universities have resigned or announced their intention of resigning. With so many important positions soon to be filled again—the presidency of Yale, of Cornell, of the University of Minnesota, and so on—the question of the right man for leader in education, and the proper functions of such a man, calls for

thoughtful discussion. It is not often discussed on the basis of principle alone, and it should be discussed on no other. Personality, tact, qualities that defy analysis, pertain to the individual case; they do not enter into a general consideration of the topic.

"First of all, should the position of college or university president exist at all? Certainly not, with the indiscriminate functions now attached to it. Strive as he may to save himself as a leader of scholars and a promoter of scholarship, the American college president—at the beck and call of the undergraduate, the parent, the impecunious instructor clamoring for an increase in his stipend, the world clamoring for tangible 'results,' and expecting vast external growth in the 'plant'—finds himself unable to keep up more than a show of the contemplative life, and sooner or later—insensibly and slowly, or promptly and with open eye—makes his compromise with the crowd and with Mammon; if indeed he has not fully compromised himself beforehand in order to win the position. The position as it now exists is truly anomalous. It originated in the small colonial institution that was modeled after the English college, and, by accident as it were, has been transferred to institutions that have grown, at least in externals, to resemble the populous and many-sided university of Continental Europe, with a polytechnic school superadded. The president of an American university combines the functions of the head of a small college with those of the Vice-chancellor of an English university and those of the Rector of a German, though not with those of the head of the Collège de France. But the term of the Vice-chancellor of Oxford is four years, ordinarily enough to spoil his best energies for the rest of his life, as was the case with Jowett. And the tenure of office for the Rector of a German university is one year. The post has often been refused by eminent men, such as the geographer Ratzel, who preferred not to interrupt their usefulness in research and publication even for so brief an interval. No man can adequately perform the duties of an American university president as they are now generally conceived, having come to be what they are by force of circumstances, through the numerical growth and ever-increasing complexity of institutions, and through the process of uncritical

imitation, each man deeming that he must undertake all the activities of his predecessor and of his fellows who are similarly placed.

"The first thing to suffer is his scholarship. The rare individual like Pepper of Pennsylvania, or Harper of Chicago, working nineteen hours a day, and able to tire out three stenographers, may succeed in preserving an active interest in the specialty for which he was trained. As a rule, however, an elevation to the presidency of a large institution has ended the participation of the new incumbent in systematic research, and therewith his complete understanding of the men who form the true kernel of the university.

"There is much to be said for abolishing the position; for university administration by some form of commission government, with a changing committee and a rotating chairman. But since we are not likely to see it generally abolished in the near future, the question of what is expedient under present conditions becomes more pressing. How can the position be transformed from one that no productive scholar dare accept into one the incumbent of which will not lose his scholarly soul?

"In two ways. First, by limiting the tenure of office to four or six years. Secondly, by relieving the president of every function (save his duty to scholarship) of which he can easily be relieved. The budget of the university, for example, though subject to his approval—yet not to his alone, nor even his in the main—should not be his production. He should not in effect have the financial responsibility of the organization; and, above all, it should not be considered his duty to secure funds for the institution. And again, the responsibility for the relations of the institution with all sorts of individuals—students, their parents, and the like—should not be his. Three-fourths of the duties now performed by him should be the affair of a secretary of the university and a secretarial staff. At a Continental university there is a clerical force that the average person sees but twice a year who render most of the services with which the time of our university leaders is squandered; that force is not a part of the administration proper.

"By relieving the president of unnecessary burdens, we should make it possible for him to know his faculty. A man in his

position may commonly be fairly well acquainted with one thousand persons; but the thousand or five hundred members of a university faculty are not usually the persons whom the president knows well, or desires to know best. The present nature of his position leads him to wish for an influential acquaintance outside the institution. He is likely to know all the trustees better than he knows all the faculty. He usually knows but a few of his faculty well. He ought to know every one of them, down to the newest assistant, before knowing any one else in the world. As it is, instructors come and go, meeting the head or chairman of a department often after the barest contact with the president, sometimes with none whatever.

“By relieving him of all needless burdens, we should also render him free for a certain amount of intensive study in the field that was his before he became president; such freedom is even more necessary than that he should try to teach. In this way he would retain his ability to estimate the promise of candidates for positions on the faculty, and especially of those at the bottom of the ladder, from whose ranks are to be drawn the professors of the future.

“Meanwhile, if the duties of the university president are to be reconstructed, a much better system should be introduced for the selection of faculties, and the advancement of the men already composing them; that is, if there can be said to be any system at present. Promotion should in some sense be an affair of the academic community, not a departmental one. This, as well as the selection of new professors who are called from other institutions, should be arranged at least by a committee of the faculty concerned, with the advice and consent of the president. His should be the veto power, but his vote in favor of a candidate should not be worth more than the vote of a member of the committee who understands the subject to be taught. As an executive, he should see to it that competent men examine every line the candidate has written, in order to determine, in the first place, whether the man is at bottom a scholar, and, in the second, whether he has the ability to communicate that sound learning which is a part of character.

“Our country has run too far in the direction of what is called ‘administration.’ Everywhere we have developed a kind of genius

for rendering administration complex and difficult. That the national tendency has invaded the realm of education hardly needs remark; there the mechanism of administration has become so involved as almost to throttle independent scholarship. Given the real scholar and teacher, the mechanism of teaching is simple. And whatever 'administration' may signify at Washington, or in the collection of an income-tax, in the university it means, not government, but service.

"The chief function of the university president is to be the intellectual leader of the institution—of its faculty, who are the intellectual leaders of the students. His first duty is to create a current of ideas in the organism of which he is the *head*. In choosing our university leaders, let us go to Europe in order to learn what sort of men are taken on the Continent for the heads of educational institutions, and what they do after they have been raised to places of eminence. And having chosen real scholars, let us make it possible for them to retain their scholarly leadership while they occupy the posts to which they have been advanced. Make the pay in money less, and the pay in honor more.

"The president of an American university is, or should be, the intellectual leader of what is at once an aristocracy and a democracy of intellect and spirit. A true democracy is possible among scholars. How strange that, in this American commonwealth, the one place where true democracy might hope to flourish so frequently tends to become a pure bureaucracy, or an affable tyranny in the guise thereof."—*The Review*, April 17, 1920.